

FEDERAL AGENCIES INVESTING IN HISPANIC EDUCATION

September 2015

White House Initiative on Educational Excellence for Hispanics
400 Maryland Ave. S.W., Room 4W108
Washington, D.C., 20202

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September 2015

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This report is available on the White House website at: www.ed.gov/HispanicInitiative

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Or email your request to: WHIEEH@ed.gov

Or call in your request toll-free: 202-401-1411.

Language assistance services: If you have difficulty understanding English you may request assistance services. These services are available free of charge. If you need more information about interpretation services or need to request such services please call 202-401-1411 or write to: White House Initiative on Educational Excellence for Hispanics.

Disclaimer:

Please note that the terms Latino and Hispanic are used interchangeably throughout this document to refer to persons of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.



ACKNOWLEDGEMENTS

The White House Initiative on Educational Excellence for Hispanics (Initiative) thanks President Barack Obama for his commitment to education, diversity, inclusion, and investment for and in the Latino community.

The Initiative is deeply grateful to U.S. Secretary of Education Arne Duncan for his leadership, dedication to ensuring a quality and accessible education for the Latino community, and tremendous support for our work.

The Initiative would also like to thank the representatives of the Federal Interagency Working Group on Educational Excellence for Hispanics for their hard work and contributions to the missions of their respective agencies and their efforts in gathering and highlighting federal investments supporting the educational attainment and advancement of Hispanics. Their support of the development of this report illustrates their commitment to ensuring Latinos have access to federal services and resources to further their life outcomes.

The Initiative also commends the tireless work and dedication of the Initiative's Fall 2014 Policy Intern Class who were critical to the development of this report, and to Tracie Sanchez de Luna, Congressional Hispanic Caucus Institute Higher Education Fellow.

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THE WHITE HOUSE INITIATIVE ON EDUCATIONAL EXCELLENCE FOR HISPANICS

The White House Initiative on Educational Excellence for Hispanics was originally established by President George H.W. Bush in 1990 to address the educational disparities faced by the Hispanic community. Since then, the call to address these within the Hispanic community has been recognized by Presidents William J. Clinton and George W. Bush and more recently by President Barack Obama through the renewal of the Initiative.

On October 19, 2010, President Obama signed Executive Order 13555, renewing the White House Initiative on Educational Excellence for Hispanics, demonstrating his strong support for the critical role Hispanics play in the overall prosperity of the nation and highlighting the administration's commitment to expanding educational opportunities and improving educational outcomes for all students, including Latino students.



The Initiative's objectives are to increase educational opportunities, improve educational outcomes, and deliver a complete and competitive education for all Hispanics. The Initiative promotes, engages, encourages, and undertakes efforts designed to meet these objectives by:

1. Increasing awareness of the educational challenges faced by Hispanic students;
2. Increasing the percentage of Hispanic children who enter kindergarten ready for success by improving access to high-quality programs and services that encourage the early learning and development of children from birth through age 5;
3. Implementing successful and innovative education reform strategies in America's public schools to ensure that Hispanic students receive a rigorous and well-rounded education and have access to student support services that will prepare them for college, a career, and civic participation;
4. Ensuring access to excellent teachers and school leaders, in part by supporting efforts to improve the recruitment, preparation, development, and retention of successful Hispanic teachers and school leaders responsible for the education of Hispanic students;
5. Reducing the dropout rate of Hispanic students and helping Hispanic students graduate from high school prepared for college and a career;
6. Increasing college access and success for Hispanic students and providing support to help ensure that a greater percentage of Hispanics complete college and contribute to the goal of having America again lead the world in the proportion of college graduates by 2020; and
7. Enhancing the educational and life opportunities of Hispanics by fostering positive family and community engagement, improving the quality of, and expanding access to, adult education, literacy, and career and technical education, as well as increasing opportunities for education and career advancement in the fields of science, technology, engineering, and mathematics.

EXECUTIVE SUMMARY

“But I also believe that government has the capacity, the federal government has the capacity to help open up opportunity and create ladders of opportunity and to create frameworks where the American people can succeed.” - President Barack Obama, 2012

Approximately one in four K-12 public school students in the U.S. is Latino. According to the U.S. Census Bureau, the Hispanic population will more than double, from approximately 54 million in 2012 to approximately 129 million in 2060. Thus, the future of the nation is inextricably linked to the future of the Hispanic community.

In order to support and advance their educational attainment, Latinos must have access to and participation in quality education. Many agencies across the Federal government have helped strengthen the nation by expanding educational opportunities and improving educational outcomes for all, including Latinos. Created by the Initiative in 2013, the Federal Interagency Working Group on Educational Excellence for Hispanics (Working Group) is comprised of senior officials from 29 Federal agencies and White House offices. The Working Group’s overarching goals are to help ensure federal investments, programs, and opportunities are effectively shared with the Hispanic community, assess and suggest improvements to federal policies, regulations and programs that apply to Hispanic students and communities, and ensure efforts and funding reflect the diversity of the nation’s population and the growing number of Hispanic Serving Institutions (HSIs) while strengthening the link between the Federal government and the nation’s Hispanic communities.

The *Federal Agencies Investing in Hispanic Education* report:

- features a sampling of programs, grants and/or initiatives reported by 23 of the 29 Working Group member agencies. The list is not exhaustive and represents a fraction of the over 300 efforts captured through the Initiative’s 2014 education data call and the annual Minority Serving Institution (MSI) data collection conducted by the U.S. Department of Education. Investments to HSIs totaled approximately \$1.3 billion. As an accompaniment to this report, the Initiative has released the “Federal Agencies Investing in Hispanic-Serving Institutions” Report. Detailed descriptions of programs and funding supporting education in general and HSIs are captured on the Initiative’s website – www.ed.gov/hispanicinitiative
- highlights programs supported by participating Working Group agencies funded during the fiscal year 2013 and in some cases, where data was available, during fiscal year 2014;
- presents programs and initiatives that support and invest in the educational attainment of all students, including Hispanics;
- includes agency overviews, existing digital platforms used for outreach and engagement, and program descriptions;

For the purposes of this report and in an effort to meet the Initiative’s Executive Order objectives, the narrative on how the Federal programs and initiatives support the educational attainment and increase the life outcomes of Latinos has been emphasized. Participants of these programs were not chosen because of their ethnicity, race or sex.

The collection of data was made possible through the leadership of participating Working Group member Federal agencies who remain committed to a shared goal of providing all Americans, including Latinos, access to a quality education. Further, this shared effort demonstrates the priority placed on ensuring greater transparency and collaboration between Federal agencies to better serve Latinos and address the educational barriers that continue to exist.

INTRODUCTION

WHY IT MATTERS?

In September 2015, the Initiative will celebrate its 25th anniversary and in honor of this historic milestone, the Initiative and U.S. Secretary of Education Arne Duncan launched an “*Anniversary Year of Action: Fulfilling America’s Future*,” in October 2014 to highlight the progress Latinos have made in education over the past quarter century and to bring attention to the resources that further support and advance the educational attainment of Latinos. A key priority for the Initiative is to increase awareness about the Federal resources and services available to the general public, including to the nation’s Hispanic community.

As the largest, youngest and fastest-growing minority group in the United States, Latinos play an integral part in America’s future. According to the U.S. Census Bureau, there are currently 54 million Hispanics in the U.S., which comprise 17 percent of the total population and a significant portion of the labor force. Latinos are nearly one in four of the nation’s public K-12 students and will account for 60 percent of the nation’s population growth between 2005 and 2050.

According to the National Assessment of Educational Progress (NAEP) Hispanic students recorded double-digit score increases from the 1990s to 2014 in U.S. history, geography, and civics at grade 8. Hispanic students made gains in mathematics from 2011 to 2013 at both grade 4 and grade 8 and the average reading score of Hispanic 8th graders jumped by 15 points from 1992 to 2013. Further, the Hispanic drop out rate has been cut in half over the past decade and in 2012-13 at 75.2 percent, their high school graduation rate is at the highest in history. College enrollment is also high, with more Hispanics enrolling in 2- and 4-year postsecondary education.

Why does access to Federal resources matter for the educational attainment of Hispanics? While Latinos have made significant progress over the last 25 years, they continue to lag behind their peers in postsecondary education completion. In order to help move the nation forward, Latinos must continue to graduate from high school college and career ready. Having access to a quality, well-rounded education that is supported by Federal, state, and local funding is critical.

FEDERAL AGENCY PROFILES AND EDUCATION HIGHLIGHTS

Overview: Established in 1993, the Corporation for National and Community Service (CNCS) engages more than 5 million Americans in service through its core programs -- Senior Corps, AmeriCorps, and the Social Innovation Fund -- and leads President Obama's national call to service initiative, *United We Serve*. As the nation's largest grant maker for service and volunteering, CNCS plays a critical role in strengthening America's nonprofit sector and addressing our nation's challenges through service. CNCS seeks to improve lives, strengthen communities, and foster civic engagement through service and volunteering.

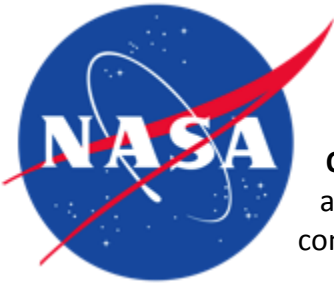
Agency Highlights

AmeriCorps: AmeriCorps engages more than 75,000 men and women in intensive service each year at more than 15,000 locations including nonprofits, schools, public agencies, and community and faith-based groups across the country. AmeriCorps members help communities tackle pressing problems while mobilizing millions of volunteers for the organizations they serve. Members gain valuable professional, educational, and life benefits, and the experience has a lasting impact on the members and the communities they serve. AmeriCorps consists of three main programs: AmeriCorps State and National, whose members



serve with national and local nonprofit and community groups; AmeriCorps VISTA, through which members serve full-time fighting poverty; and AmeriCorps National Civilian Community Corps, a team-based residential program for young adults ages 18-24 who carry out projects in public safety, the environment, youth development, and disaster relief and preparedness. Projects in the past have included an adult literacy awareness campaign, setting up transitional housing dedicated to helping displaced people, and recruiting mentors for children of incarcerated parents.

Social Innovation Fund: The Social Innovation Fund (SIF), a key White House initiative and program of the CNCS, transforms lives and communities by using limited federal investment as a catalyst to grow community-based nonprofits with evidence of strong results. The Social Innovation Fund was founded on the fundamental idea that we can make enormous progress toward overcoming significant challenges by finding and growing the most promising solutions. By fostering private and public collaborations, the SIF harnesses the expertise of experienced grant making intermediaries to identify, evaluate, and expand effective nonprofits. Private and other nonfederal funding partners also contribute significantly to the success of the program through matching funds, which help to build a sustainable financial base for the long-term impact of nonprofits. Through the SIF, CNCS supports various programs with reach to the Latino community, such as the Promotores program of the Latin American Youth Center, which aims to increase high school completion, enrollment in post-secondary education and employment with long-term potential for over 380 disconnected youth in Washington, D.C. As the SIF and its network of intermediaries grow effective nonprofit programs, more individuals and communities in need gain access to the solutions that enable them to overcome their most pressing challenges in the areas of economic opportunity, healthy futures, and youth development.



National Aeronautics and Space Administration

Website: www.nasa.gov



Overview: According to the National Aeronautics and Space Administration (NASA), as the United States begins the second century of flight, the Nation must maintain its commitment to excellence in science, technology, engineering and mathematics

(STEM) education to ensure that the next generation of Americans can accept the full measure of their roles and responsibilities in shaping the future. Therefore, NASA is committed to continuing the Agency's tradition of investing in research at Hispanic Serving Institutions and enhancing the Latino community's technical expertise and participation in STEM disciplines, through NASA-related education and research projects.

Agency Highlights:

Hispanic Serving Institutions Grants: NASA's proposed FY 2015 budget of \$34.7 million will effectively support the Agency's research and education objectives at 88 HSIs. The budget includes institutional funding for training; researching and development, student support through internships, scholarships, and fellowships, and investments to organizations that provide support to all students, including Hispanics.



Girl Scout troop 2612 members from Tulsa, OK take photos of one another with Google Glass at the White House Science Fair Tuesday, May 27, 2014. (Photo



NASA Administrator Charles Bolden (left) and Bill Nye, The Science Guy, speak with students that participated in the White House Science Fair. The fourth White House Science Fair was held at the White House on May 27, 2014 and included 100 students from more than 30 different states who competed in science, technology, engineering, and math (STEM) competitions.

(Photo Credit: NASA/Aubrey Gemignani)

NASA National Space Grant College and Fellowship

Project: The Space Grant College and Fellowship Project is a national network of colleges and universities working to expand opportunities for Americans to understand and participate in NASA's aeronautics and space projects by supporting and enhancing science and engineering education, research and public outreach efforts. The Space Grant national network includes over 1,000 affiliates from universities, colleges, industry, museums, science centers, and state and local agencies of which 125 are MSIs. These affiliates belong to one of 52 consortia in all 50 states, the District of Columbia, and the Commonwealth of Puerto Rico.



**National
Endowment
for the Arts**
arts.gov



The Gabriella Foundation's "Everybody dance! Afterschool Program, a 2014 National Arts and Humanities Youth Program awardee"

National Endowment for the Arts

Website: www.arts.gov



Overview: The National Endowment for the Arts (NEA) was established by Congress in 1965 as an independent agency of the federal government. To date, the NEA has awarded more than \$5 billion to support artistic excellence, creativity, and innovation for the benefit of individuals and communities. In 2012, the NEA awarded 476 grants with the strategic objective of lifelong learning for a total of \$12.1 million for live arts events serving more than six million adults and children. Of these 476 grants, 35 grants totaling \$853,469 served 181,267 Hispanics adults and children. Of these 35 grants, 27 for a total of \$686,969 served 172,056 Hispanic adults and children involved in K-12 education.

The NEA aims to support arts education projects that serve pre-K-12 students, the educators and civic leaders who support them, and the schools and communities that serve them. More specifically, NEA offers Direct Learning Grants to increase students' knowledge and skills in the arts. Additionally, NEA offers Professional Development Grants to deepen knowledge and strengthen the practice of educators and/or civic leaders who engage students in arts learning. NEA is committed to continue fostering and strengthening partnerships with state arts agencies, local leaders, the philanthropic sector and other federal agencies to ensure all students have access to art education.



San Fernando, California's Mariachi Master Apprentice Program, a 2012 National Arts and Humanities Youth Program Awardee.

Agency Highlights:

Arts Education Program/Professional Development Grants: The NEA recognizes the need to strengthen the practice of educators and/or civic leaders who engage students in arts learning and therefore provides funding opportunities for educators and professionals in arts education. Projects must provide meaningful opportunities for participants to experience the arts, provide in-depth learning over a sustained period of time, and measure the impact of the professional development experience. For example, the Creative Schools Initiative assists principals, teachers, and arts organizations in the Chicago Public Schools to make collective decisions that provide high impact arts programs for students.

Education Program Direct Learning Grants: The Direct Learning Grants aim to increase student knowledge and skills in the arts by providing extended participatory learning that engages students with accomplished artists or art educators. Participatory learning projects are required to meet either national or state arts education standards, to ensure a rigorous assessment of student learning.



National Science Foundation

Website: www.nsf.gov



Overview: The National Science Foundation (NSF) is an independent federal agency created by Congress in 1950 to promote the progress of science; to advance the national health, prosperity, and welfare; and to secure the national defense. With an annual budget of \$7.2 billion (FY 2014), NSF is a funding source for approximately 24 percent of all federally supported basic research conducted by America's colleges and universities. NSF is the major source of federal backing in many fields such as mathematics, computer science and the social sciences.



Agency Highlights:

NSF's Elementary Teachers Engaged in Authentic Math and Science Project – The NSF's Elementary Teachers Engaged in Authentic Math and Science project provides a new, innovative and professional development pathway for elementary pre-service teachers to obtain certification to teach science or mathematics at the middle school level. The \$1.5 million project is a collaborative effort, with Texas A&M University-Corpus Christi and the Corpus Christi Independent School District working together as partners to engage new teachers in field research focusing on the unique coastal environments of the region. The field research experience is a key feature of a new professional development pathway that prepares pre-service elementary teachers for certification as science or mathematics teachers at the middle school level. The focus on marine biology provides opportunity to increase the science content knowledge of pre-service teachers in all the basic sciences, as well as in the integration of STEM areas of study.



NSF's Developing Tomorrow's STEM Educators - NSF's Developing Tomorrow's STEM Educators has partnered with the College of Mount Saint Vincent (CMSV). CMSV is a New York City institution, which has a history of excellence in serving Hispanic and other minority and low-income students. Currently through this innovative partnership with CMSV, 16 undergraduate science or math major students are being supported in their journey to pursue a teaching career. Leveraging existing academic programs and student support resources students will be given early exposure to teaching, strategies for working in high-need schools, mentoring by master teachers and college faculty, professional development workshops, research opportunities in science, and educational action research.

NSF's High School Students Engaged in Education Research – NSF's Transforming Students' Partnerships with Scientists through Co-generative Dialogues project at the University of Texas at El Paso provides funding to implement a research project that uses and documents the impact of co-generative dialogues in an afterschool setting. The project examines youth learning and youth-scientist interactions as part of a STEM research program. Co-generative dialogues help with communication and understanding among collaborators. Over four years, 108 11th grade youth from a predominantly (90 percent) Hispanic high school will conduct STEM research with six scientists (three chemists, two engineers and one geologist) and graduate students as part of year-long afterschool and Saturday programming, followed by an intensive month-long, self-directed research project in the summer. The project also aims to result in widely applicable understandings of how pedagogical approaches affect both youth learning and scientist experiences.



Office of Personnel Management

Website: www.opm.gov



Overview: The Office of Personnel Management (OPM) works in several broad categories to recruit, retain, and honor a world-class workforce for the American people. OPM is committed to recruit and hire the best talent; train and motivate employees to achieve their greatest potential; and constantly promote an inclusive work force defined by diverse perspectives. OPM sets policy on government-wide hiring procedures and manages Federal job announcement postings at www.USAJOB.S.gov. In addition, OPM conducts hundreds of thousands of background investigations for prospective employees and security clearances across government each year.

Agency Highlights:

Pathways Program: The Pathways Program offers three clear paths that bring students and recent graduates into federal service. The three pathways include: (1) Internship Program for students, who are currently enrolled in high schools, colleges, trade schools, and other qualifying educational institutions; (2) Recent Graduates Program for individuals, who have recently graduated from colleges and universities; and (3) the reinvigorated Presidential Management Fellows (PMF) Program for individuals, who obtained an advanced degree (e.g., graduate or professional degree) within the preceding two years. All three programs provide meaningful training and career development opportunities for individuals who are at the beginning of their Federal service careers. To date, OPM has signed 60 memorandums of understanding



OPM Director Katherine Archuleta delivers Commencement Address to the Class of 2015 at Miami Dade College

with Federal agencies, creating a broad network of opportunities for recent graduates entering Federal service. In addition to its extensive partnerships with Federal agencies, the Pathways Program works closely with a number of HSIs and associations, resulting in a significant increase of Hispanic applicants and participants. In 2014, the Presidential Management Fellows Program saw an increase in applicants, where approximately 10 percent of semifinalists self-identified as Hispanic/Latino.

Outreach Efforts: OPM participates in annual conferences sponsored by Hispanic organizations, including, but not limited to, the Hispanic Association of Colleges and Universities; National Image, Inc.; the National Council of La Raza; Latin Students Business Association; Hispanic-Serving Health Professions Schools; and the League of United Latin American Citizens. At each event, OPM offers in-person and virtual seminars and workshops to the general public and students on how to navigate www.USAJOB.S.gov efficiently and write a Federal resume in an effort to increase the volume of applicants from underrepresented communities applying to Federal jobs.



Peace Corps

Website: www.peacecorps.gov



Overview: As the preeminent international service organization of the U.S., the Peace Corps sends Americans abroad to tackle the most pressing needs of people around the world. In FY 2013, Peace Corps offered a total of 2883 Volunteer positions across the world, where 228 of these positions were filled with Hispanic Volunteers. Peace Corps Volunteers work at the grassroots level towards sustainable change that lives on long after their service—at the same time becoming global citizens and serving their country.

Agency Highlights:

World Wise Schools Program: The World Wise Schools program is a platform to match educators in the U.S. with currently serving Peace Corps Volunteers and returned Peace Corps Volunteers in order to bring the world to their classrooms. Educators and community groups may make a request online to be matched with a Volunteer through Correspondence Match or a returned Volunteer through Speakers Match. In addition to the matching aspect of the program, all lesson plans are standards-based, tailored to various grade levels, and are available to the public on the Peace Corps website. The subject areas for the lesson plans include: Arts & Music, Cross-Cultural Understanding, Environment, Foreign Language, Health, Language Arts & Literature, Mathematics, Science, Service Learning, Social Studies & Geography, and TESOL (Teaching English as a Second Language). Currently there are 2,339 Peace Corps Volunteers around the world matched with educators in U.S. schools.

Peace Corps Master's International Program: The Peace Corps Master's International (MI) program offers the unique opportunity to pair graduate studies at one of more than 80 U.S. academic institutions with Volunteer service abroad. Established in 1987, MI equips volunteers with the education and skills to serve successfully abroad—and, in turn, helps Volunteers earn their advanced degree. The Peace Corps MI Program is offered at 5 HSIs. Currently, there are 11 HSI MI Volunteers serving overseas and a total of 79 former HSI students who have either completed the MI program.

Paul D. Coverdell Fellows Program: The Paul D. Coverdell Fellows Program (formerly known as Fellows/USA) is a graduate fellowship program that offers financial assistance to returned Peace Corps Volunteers. All Fellows complete internships in underserved American communities, allowing them to bring home, and expand upon, the skills they learned as Volunteers. These skills in adapting to new cultures, developing and managing projects, dealing with language barriers, and leveraging limited resources attract the attention of prospective schools. Since the inception of the Coverdell Fellows Program, nearly 4,000 returned Volunteers have participated in the program and made a difference across the country.



Peace Corps Volunteer Nataly Rodriguez who mentors a group of students, including young women ages 12-17, on healthy lifestyle choices, self-confidence, body image and life skills says "Involvement in sports and physical activity can positively change existing gender norms and help girls and women move into public spaces. Moreover, these activities have provided opportunities to bring communities together and help realize development objectives relating to issues like reproductive health and gender-based violence." (Photo Credit: Peace Corps)



Social Security Administration

Website: www.ssa.gov



Overview: The Social Security Administration (SSA) is an independent agency of the U.S. Federal government. It has one of the most diverse workforces in government and takes pride in reflecting the public it serves. Each year, SSA helps millions of people seeking retirement, disability, and survivors' benefits or requesting Social Security cards and earnings information. It provides services that span generations, and pays monthly benefits to nearly 65 million people. In addition, SSA supports a number of Hispanic educational programs through community outreach, including educational seminars on disability and retirement, presentations on career opportunities and partnerships with HSIs.

Agency Highlights:

Educational Seminars: In 2014, SSA participated in a variety of activities, including providing professional coaching and speed mentoring, information about SSA careers, and SSA program information to students and community leaders at a College Career Night event. SSA also worked with the Hispanic Youth Institute to support and encourage at-risk high school students by exposing them to post-secondary educational options. It also volunteered with the Hispanic College Fund to review scholarship application packages.



Educational and Employment Support: SSA increased its contributions to HSIs by 53.2 percent in 2014 (from \$126,779 in FY 2013 to \$194,221 in FY 2014). It donated computers and office/classroom furniture to institutions of higher learning, augmented internship and fellowship opportunities, and increased its recruitment funding.

SSA awarded a \$120,000 continuation grant under the Minorities and Retirement Security Program, with the support and collaboration of the U.S. Department of Education. SSA engaged in this activity in conjunction with the "Promoting Post-Baccalaureate Opportunities for Hispanic Americans" program.

SSA also advertised several job announcements in HSI locations through their career fairs and career centers, and offered professional development experiences and employment information at HSI job fairs. These recruitment activities enabled SSA to hire and retain more Hispanic employees, which will ultimately result in an increase in the number of Hispanics serving as role models and future leaders.



U.S. Consumer Product Safety Commission

Website: www.cpsc.gov and www.SeguridadConsumidor.gov



Overview: The U.S. Consumer Product Safety Commission (CPSC) is charged with protecting the public from unreasonable risks of injury or death associated with the use of the thousands of types of consumer products under the agency's jurisdiction. Deaths, injuries, and property damage from consumer product incidents cost the nation more than \$1 trillion annually. CPSC is committed to protecting consumers and families from products that pose a fire, electrical, chemical, or mechanical hazard. CPSC's work to ensure the safety of consumer products - such as toys, cribs, power tools, cigarette lighters, and household chemicals - contributed to a decline in the rate of deaths and injuries associated with consumer products over the past 40 years.

Agency Highlights

Minority Outreach Campaign: CPSC launched a robust Minority Outreach Campaign targeting consumer product safety hazards in 2013. The Campaign raised awareness about product safety issues in and about vulnerable and underserved communities focusing on four safety issues; safe sleep for babies, drowning prevention, furniture and television tip-overs, and poison prevention. While the CPSC's campaign encompassed an array of underserved communities, more than half of the Commission's efforts are specific to the Hispanic community. Overall outreach activities and events are estimated to reach millions of consumers, improving product safety in homes across the country.



Hispanic Association of Colleges and Universities Internship: Over the past six years CPSC has partnered with the Hispanic Association of Colleges and Universities (HACU) to offer paid summer internship opportunities to students, including Hispanic undergraduate and graduate students from across the country. Interns in the past have enhanced their professional skills through placements across the agency. This program provides students with an opportunity to utilize STEM skills in the work environment.



U.S. Department of Agriculture

Website: www.usda.gov



Overview: The U.S. Department of Agriculture (USDA) is a federal agency with a broad range of responsibilities including: serving the hungry, stimulating economic development in rural communities, preserving the environment through conservation programs, monitoring food safety, and creating new markets for U.S. agricultural producers. In addition to supporting American farmers, ranchers, and consumers, USDA is committed to closing the educational and professional achievement gap of Hispanics through the successful execution of various programs that strengthen USDA partnerships with HSIs. An ideal example of such a partnership is the USDA/HACU Leadership Group, which provides leadership and strategic direction to the USDA HSI National Program Office.

Agency Highlights:

The E. Kika De La Garza Fellowship Program – The program offers faculty and staff from HSIs the opportunity to work collaboratively with USDA to gain insight and understanding of the federal government. This uniquely tailored experience brings together HSI staff and federal executives to address the spectrum of challenges faced in developing a well prepared Hispanic workforce. Fellows spend two to four weeks in Washington, D.C. to increase their understanding of USDA and other federal agencies, particularly at the national level, and be able to identify mutual collaborative interests. From 1998-2014, 262 Education, Science, High School, and Executive fellows have participated in the program and have represented 58 separate HSIs in 12 states and Puerto Rico. The fellowship has established a strong network that promotes access, opportunity, and workforce diversity while establishing a foundation for future generations of leadership among Hispanics.



Agricultural Ambassadors Program – The program provides high school students with the opportunity to intern with the USDA Agricultural Research Service in Edinburg, Texas, and Parlier, California. Students selected will also receive leadership development training. Ambassadors are selected based on their academic excellence, interest in science, and demonstrated leadership qualities. After completing the program, Ambassadors represent USDA at their respective high schools and serve as a resource to students interested in agricultural-related fields. The program is funded by the USDA HSI National Program and managed in partnership with California State University – Fresno, University of Texas Pan American, and Fresno Unified School District. Ambassadors will work in a paid internship 20 hours per week for five weeks. Students walk away from the program with working knowledge of the importance of public service, and an awareness of career and educational opportunities with USDA.

HSI Education Grants Program - The USDA HSI Education Grants Program is designed to encourage innovative teaching or education proposals with potential to impact and become models for other institutions that serve Hispanics, at the regional or national level. While research and extension activities may be included in a funded HSI Education project, the primary focus must be to improve teaching, enrollment, and graduation rates within a degree-granting program. The annual amount distributed is \$9 million.



U.S. Department of Commerce

Website: <http://www.commerce.gov>



Overview: The U.S. Department of Commerce (Commerce) promotes job creation, economic growth, sustainable development, and improved standards of living for all Americans by working in partnership with businesses, universities, communities and our nation's workers. The department touches the daily lives of the American people in many ways, with a wide range of responsibilities in the areas of trade, economic development, technology, entrepreneurship and business development, environmental stewardship, and statistical research and analysis.

Agency Highlights:

Internships & Fellowships: Commerce's Minority Business Development Agency (MBDA) offers fellowships and internships for young entrepreneurs, including Hispanics, who have demonstrated a practical and academic commitment to the enterprise system in the nation. Young entrepreneurs receive the necessary hands-on experience and business insight to better prepare them for a real life entrepreneurial endeavor. Internships and fellowships are offered throughout the various agencies of Commerce, as well as the 44 business development centers located across the country.

Innovations in Science, Technology, Engineering and Math Symposium: On November 3, 2014, the MBDA participated in the Innovations in STEM: National Priorities and National Institute of Standards and Technology (NIST) Symposium with Historically Black Colleges and Universities (HBCUs) and HSIs. The purpose of this two-day Invitational Forum is to acquaint administrators, faculty, and students from Minority Serving Institutions with the research and technology needs in the areas of science, measurement service, and grant programs that NIST maintains to address them. The goal of the symposium was to respond to national needs for scientific research, manufacturing, cyber security, national laboratories, and other high growth industries.



President Barack Obama greets six-year-old Girl Scouts, from Tulsa, Oklahoma as he viewed their science exhibit during the 2015 White House Science Fair celebrating student winners of a broad range of science, technology, engineering, and math



U.S. Department of Defense

Website: www.defense.gov



Overview: The U.S. Department of Defense (DOD) is America's oldest and largest government agency. Today, the DOD is not only in charge of the military, but it also employs a civilian force of thousands. With over 1.4 million men and women on active duty, and 718,000 civilian personnel, the DOD is the nation's largest employer and it provides more than 2 million military retirees and their family member's benefits.

Agency Highlights:

Junior Reserve Officers Training Corps:

The Army Junior Reserve Officer Training Corps (JROTC) is a program offered to high schools that teaches students character education, student achievement, wellness, leadership, and diversity. It is a cooperative effort between the Army and high schools to produce successful students and citizens, fostering in each school a more constructive and disciplined learning environment. During FY 2015 \$220 million dollars were allocated to JROTC, serving over 61,000 students, where 19.5 percent self-identified as Hispanic. In addition to instilling the value of citizenship, service to

the U.S., personal responsibility, and a sense of accomplishment, JROTC curriculum promotes higher education, leadership and diversity. It is estimated that over the last four-years 314,894 JROTC high school students were provided free-college-bound software, scholarships, SAT and ACT test preparation, and individual coaching and training on the college-bound process, of these students, 72,652 (23 percent) self-identified as Hispanic.



STEM UP – STEM Value Chain Initiative: Piloted in Boyle Heights, a community in East Los Angeles, STEM UP seeks to provide an innovative solution to meet the projected shortage of the nation's STEM workforce. Through a comprehensive community based approach consisting of a value chain of opportunities that create awareness, inspiration, motivation and skills, for students to be able to pursue careers in STEM. With a budget of \$1.7 million dollars a year, since 2009 STEM UP has worked specifically to improve test scores, expand partnerships with universities, bridge the gap between students, parents and teachers as well as encourage pre-college and college students to gain STEM career awareness. Currently STEM UP works with over 20,000 students and faculty/staff at 19 K-12 schools.



U.S. Department of Education

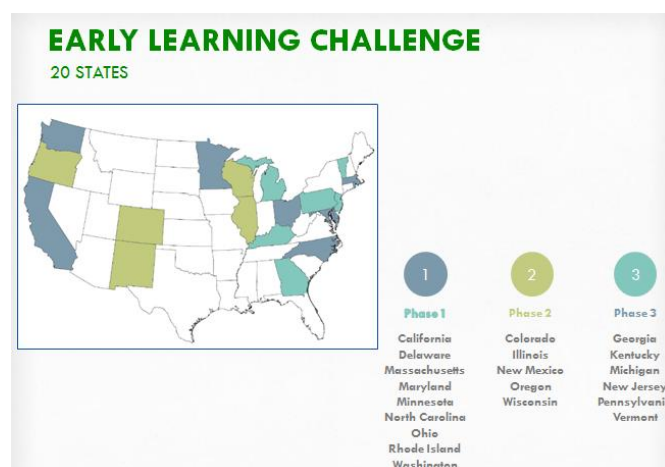
Website: www.ed.gov   

Overview: The U.S. Department of Education (ED) promotes student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access through the establishment of Federal education policies, implementation of laws enacted by Congress, and administration and coordination of Federal education programs and activities. ED's elementary and secondary programs annually serve approximately 16,484 local school districts plus charter districts, 49.8 million students enrolled in public elementary and secondary schools and 5 million students enrolled in private schools, and approximately 98,300 public schools and 30,900 private schools. To reignite America's prosperity and global competitiveness, the Obama Administration has focused on ensuring a high quality, well-rounded education, pre-school through 12th grade and beyond, one that is strong enough to prepare all students, including Hispanics, for college, careers, and the innovation-based economy in which they will make their living.

Agency Highlights:

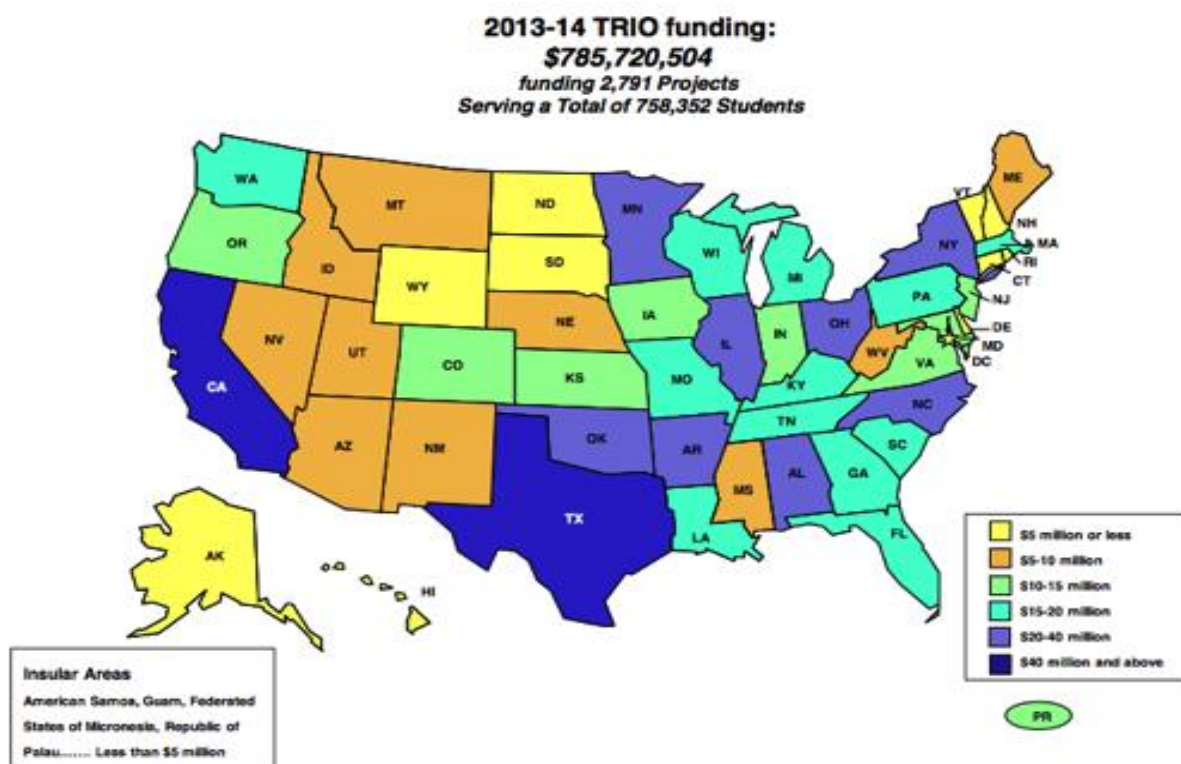
Race to the Top - Early Learning Challenge (RTT-ELC)

Program: The U.S. ranks 28 out of 33 countries within the Organization for Economic Co-operation and Development ("OECD") for preschool enrollment for four-year-olds. Since 2011, the Obama Administration has invested \$1 billion through the RTT-ELC Program which supports states in building statewide systems that raise the quality of early learning and development programs and increase access to high-quality programs for children with high needs, so that all children enter kindergarten ready to succeed. Approximately 11.8 million children, from birth to age 5, including nearly 2.7 million Hispanics, in 20 states will benefit from high-quality, seamless state early learning systems that link education, health, nutrition, and family supports.



College affordability: According to the National Postsecondary Student Aid Survey, administered by ED's National Center for Education Statistics, in 2011-2012, ED provided grant, loan, and work-study assistance to approximately 13.2 million undergraduate students, including 2.2 million Hispanic undergraduate students. ED's historic investment in student aid for college, a far simpler Free Application for Federal Student Aid (FAFSA) form and process, and better college-shopping tools also are pushing America closer to the goal of once again leading the world in college completion. Americans with four-year college degrees made 98 percent more an hour on average in 2013 than people without a degree. That's up from 89 percent five years earlier. The OECD estimates that the return on investment in the U.S. for a college degree is 10 to 15 percent—greater than most financial investments.

Federal TRIO Programs: The Federal TRIO Programs (TRIO) are Federal outreach and student services programs designed to identify and provide services for individuals from disadvantaged backgrounds. TRIO includes eight programs targeted to serve and assist low-income individuals and first-generation college students, which includes large numbers of Hispanic students, as well as individuals with disabilities to progress through the academic pipeline from middle school to post baccalaureate programs. The TRIO programs are: Educational Opportunity Centers, Ronald E. McNair Postbaccalaureate Achievement, Student Support Services, Talent Search, Training Program for Federal TRIO Programs Staff, Upward Bound, Upward Bound Math-Science, and Veterans Upward Bound. Since 1968 when the first TRIO program was created, the TRIO programs have been expanded to provide a wider range of services. Today, eight programs are included under the TRIO umbrella, seven of which provide direct services to students. During FY 2013, approximately \$785,720,500 was awarded to institutions of higher education, public and private agencies and organizations (including community-based organizations) with experience in serving disadvantaged youth, and secondary schools across the U.S., including Puerto Rico, serving 758,352 participants. These entities plan, develop, and carry out the services for students. While individual students are served by these entities, the students do not receive direct grants under these programs. Student success has been evident. For instance, Upward Bound, one of the TRIO Programs, which helps high school students prepare for college entrance, served 59,143 students in FY 2013.



Source: U.S Department of Education, “50th Anniversary Federal TRIO Programs” Factsheet, August, 2014.

Overview: The U.S. Department of Energy (DOE) advances science and technology in disciplines relevant to energy, the environment, and security. The mission of the DOE is to ensure America's security and prosperity by addressing its energy, environmental and nuclear challenges through transformative science and technology solutions. Seeking to invest in American education, the DOE also offers several fellowships and stipend-based internship opportunities. These stipend-based programs offer insight into how the agency works and an opportunity to be part of innovation and technology, as well as gain hands-on experience while networking with other professionals.

Agency Highlights:

The Minority Educational Institution Student Partnership Program (MEISPP): MEISPP is a summer internship program offering talented high school, undergraduate, and graduate students summer internship positions with DOE and its national laboratories. Positions involve scientific research or a focus on policy, business, and government relations. Since the program's inception, the MEISPP has provided over 400 internship opportunities to students with a special emphasis on students attending minority-serving institutions. Program participants receive an intensive 8-10 week assignment to "jump-start" their careers and develop their potential for future opportunities within the Federal government. Students work side-by-side with leading scientists, engineers, and other top professionals to develop professional skills and enhance leadership capabilities.

Florida International University Science and Technology Workforce Development Program (DOE – FIU): DOE - FIU is an innovative program between DOE's Office of Environmental Management and Florida International University's Applied Research Center. The program was designed to create a "pipeline" of minority engineers specifically trained and mentored to enter DOE's workforce in technical areas of need. This innovative program was created to help address DOE's future workforce needs by partnering with academic, government, and DOE contractor organizations to mentor future minority scientists and engineers in the research, development, and deployment of new technologies addressing DOE's environmental cleanup challenges.



MEISPP Class of 2014. (Photo Credit:)



U.S. Department of Health and Human Services

Website: www.hhs.gov



Overview: The U.S. Department of Health and Human Services (HHS) is the U.S. government's principal agency for protecting the health of all Americans and providing essential human services, especially for those who are least able to help themselves.

HHS is responsible for almost a quarter of all federal outlays and administers more grant dollars than all other federal agencies combined.

Agency Highlights:

Hispanic Serving Institutions: HHS remains dedicated to ensuring the continued success of Hispanic students in achieving their academic goals. Investments in tuition assistance, training programs, and mentoring opportunities remain a priority of the department. These resources afford students the continued opportunity to achieve their academic goals. In FY 2013, approximately 2 percent (\$308.3 million) of all HHS Institutions of Higher Education funding (\$17.2 billion) supported HSIs. HHS funding supports the mission of the White House Initiative in the following four categories: 1) research and development (\$234 million); 2) training (\$36.3 million); 3) student tuition assistance, scholarships, fellowships (\$13.7 million); and 4) other activities (\$23.2 million). This delineation of funds was strategic, and the commitment of funding to the other category ensures the development, expansion, and continuation of programs that address the social, language, and economic needs of Hispanic students.

Head Start and Early Head Start Programs: Head Start and Early Head Start are early childhood development programs for children prenatally to age five and their families, including comprehensive services to improve children's school readiness and individual family goal setting and progress. Of the 1,076,109 children served, approximately 406,615 (38 percent of children served) were Hispanic. The Office of Head Start (OHS) manages grant funding and oversees local agencies providing Head Start services. Head Start promotes school readiness of children under five from low-income families through education, health, social, and other services. The National Center on Cultural and Linguistic Responsiveness has many resources that focus on family and community engagement, health and disabilities, program design and management, and early childhood development and learning. Many different resources available on the Head Start program website – the Early Childhood Learning and Knowledge Center – have been translated into Spanish with more being translated on an ongoing basis.

Scholarships for Disadvantaged Students: The Scholarships for Disadvantaged Students program provides funds to schools. In turn, the schools make scholarships to full-time, financially needy students from disadvantaged backgrounds who are enrolled in health profession or nursing programs. Funds are awarded to accredited schools of medicine, osteopathic medicine, dentistry, optometry, pharmacy, podiatric medicine, and veterinary medicine, among others fields. A number of HSIs have received funding towards providing scholarships for disadvantaged students, including but not limited to California State University – Fresno (\$606,654), California State University – Los Angeles (\$562,740), Florida International University (\$703,425), Miami Dade College Medical Center Campus (\$889,129), The Regents of New Mexico State University (\$225,096) and Texas A & M Health Science Center (\$609,635).



U.S Department of Homeland Security

Website: www.dhs.gov



Overview: The Department of Homeland Security (DHS) was formed in 2003 and works to build a safe and secure homeland by focusing on the following mission areas: preventing terrorism, securing our borders, enforcing our immigration laws, securing cyberspace, and ensuring resilience to disasters. This requires the dedication of more than 240,000 employees in jobs that range from aviation and border security to emergency response, from cyber security analyst to chemical facility inspector.

Agency Highlights:

Hispanic Serving Institutions Grants:

Committed to Latinos pursuing Higher Education, DHS awarded \$6,829,720 to HSIs in FY 2013. This is a substantial increase from the \$4,053,003 awarded to HSIs in FY 2012. The change in funding is due to an increase in Federal Emergency Management Agency grants to HSIs, and an increase in Research and Development awards from DHS's Science & Technology Directorate.

Business Development Program: The Business Development Program (BD) is a business assistance program for small disadvantaged businesses. The BD Program

offers a broad scope of assistance to firms that are owned and controlled, at least 51 percent, by socially and economically disadvantaged individuals. The BD Program is an essential instrument for helping socially and economically disadvantaged entrepreneurs gain access to the economic mainstream of American society. The program helps thousands of aspiring entrepreneurs to gain a foothold in government contracting. In FY 2013, DHS awarded a total of 13.3 percent of total contracting dollars to small disadvantaged business, which included Hispanic owned businesses. Overall it is estimated that a total of 10,000 businesses located in all 50 states were served during FY 2013.



Pathways Program/Targeted Outreach: U.S. Citizenship and Immigration Services (USCIS) staff participated in 15 HSI outreach activities. The outreach activities included student career fairs at University of California - Merced and Fresno State University. USCIS hired four students (4.44 percent of the overall intern total) from four different HSIs (California State University, Florida International University, Miami-Dade College, and University of La Verne) through the Pathways Program, which were paid positions with an estimated aggregate salary of \$32,846.



U.S. Department of Housing and Urban Development

Website: www.hud.gov



Overview: The U.S. Department of Housing and Urban Development (HUD) works with community organizations focused on housing, homeownership, public services, or community development to ensure that everyone can access HUD's programs and resources. Its mission is to create strong, sustainable, inclusive communities and quality affordable homes for all. HUD is working to strengthen the housing market to bolster the economy and protect consumers, meet the need for quality affordable rental homes, utilize housing as a platform for improving quality of life, build inclusive and sustainable communities free from discrimination, and transform the way HUD does business.



President Obama visits HUD on July 2014. (Photo Credit Reserve for the U.S Department of HUD)

Agency Highlights:

Great Schools Partnership: HUD joined forces with Great Schools in December 2011, a national non-profit educational resource for parents, as part of HUD's greater commitment to using housing assistance to improve educational outcomes for low-income families. Since 2011, the partnership has provided parents living in public housing or who receive HUD Housing Choice Voucher rental assistance greater access to local school information that helps them make more informed decisions about where to send their children to school. For example, GreatSchools will provide housing authorities informational materials, including a video tutorial, tailored to housing authorities and parents.

*"When a parent chooses a home, they also choose the teachers, parents and resources in their neighborhood school. This partnership uses housing as a platform for educational opportunity by providing parents with greater access to critical school information that will help put their kids on the path to success" –
Former Assistant Secretary for Public and Indian Housing*

Collegiate Partnership with Miami-Dade College: In September 2011, Miami Dade College (MDC) partnered with HUD to offer students internship positions at HUD's Fair Housing and Equal Opportunity Office in Miami. The partnership aims to educate students about fair housing laws and equip them with skills for public service and civil rights careers. Since its inception, it has served 175,000 students, where 124,000 (71 percent) were Hispanic students, and of the 71 percent, 58 percent were Hispanic female students. Students gain real-world

experience by teaming up with HUD administrators and attorneys.

HUD STEM Innovation Networks: During the 2012 HUD Father's Day celebrations, the United States Military Academy (USMA) and the Army Research Lab (ARL) partnered with HUD and local PHAs in Virginia to inspire, excite, and engage middle school students living in public and affordable housing communities in the fields of science, technology, engineering, and math (STEM) to create stronger parental bonds and pursue education and subsequent careers in STEM. The West Point Center for Leadership and Diversity in STEM (CLD_STEM) mobile workshop is conducted by cadets and professors and has engaged over 800 youth onsite, to build, program, and compete robots. Since then, the Corporation for National and Community Services (CNCS) has provided AmeriCorps VISTA members to seek resources and reduce barriers to help the STEM Scholars succeed on STEM competition teams and to build capacity through the establishment of strategic relationships with local partners and stakeholders to strengthen and sustain the STEM pipeline. The initiative also works with partners to provide paid internships to eligible youth at local universities and science labs located at military installations.



U.S. Department of Interior

Website: www.doi.gov



Overview: The Department of the Interior (DOI) protects and manages our Nation's natural resources and cultural heritage, provides scientific information and other data about those resources, and honors its trust responsibilities to American Indians, Alaska Natives and affiliated island communities. DOI is the steward of 20 percent of our nation's public lands, oversees the responsible development of 21 percent of U.S. energy supplies, is the largest supplier and manager of water in the 17 Western states, maintains relationships with 566 federally recognized Tribes, and provides services to more than two million American Indian and Alaska Native peoples.



Choctaw Central Schools near Philadelphia, Mississippi.
(Photo by Tami A. Heilemann, Department of the Interior)

Agency Highlights:

DOI's Bureau of Land Management – Environmental and Natural Resource Educational Certificate and Associate's Degree:

The Bureau of Land Management Arizona has partnered with Phoenix College to launch a fully accredited Associates of Applied Science (AAS) degree in Environmental and Natural Resources geared for urban youth who study at this HSI. The program began in 2011 with a 19-credit Certification that prepped minority students for entry-level federal jobs. Since then: 14 students have completed the 19 credit certification, 55 students are currently enrolled in the program, progressing towards the AAS and 53 are registered as interested.



U.S Secretary of Interior Sally Jewel visits Choctaw Central High School near Philadelphia, Mississippi.

To further attract and guide minority youth to learn and work in natural resources, the BLM Phoenix District also sponsors a "Field School" for those ages 18-24. Students are paid via Workforce Investment funds during a 16 week internship in which they become certified in: Wildland Firefighting; Wilderness First Aid Train-the-Trainer; Chain Saw Certification; Four Wheel / Off-Highway Vehicle driving; and Trail Building. Youth are taught in college and field sites, completing actual Federal workload targets. Their college credits are paid through the Workforce Investment Act and count toward the AAS and/or 19-credit Certification. All credits transfer to Arizona universities. Since then, eight Field Schools have been completed, 43 urban youth have graduated from the Field School and graduates are typically

hired by the BLM or Interior agency for additional internships or firefighting programs

To connect youth to the outdoors and careers with agencies that manage public lands, the DOI agencies in Arizona have joined forces, working in a coordinated management group called Youth Careers & Academic in Nature Arizona (You CAN AZ). You CAN AZ is developing a youth program that integrates and tracks environmental education, engagement, and employment in the outdoors.



U.S Department of Labor

Website: www.dol.gov



Overview: The U.S Department of Labor (DOL) promotes the welfare of wage earners, job seekers, and retirees in the U.S. by improving working conditions, advancing employment opportunities and assuring work-related benefits and rights. DOL administers and enforces more than 180 federal laws, which along with the regulations that implement them, covers workplace activities for 10 million employers and 125 million workers. DOL also administers a number of workforce-related programs, services, and grants, some of which are listed below.

Agency Highlights:

Workforce Investment Act Adult Program

– The Workforce Investment Act (WIA) Adult Program provides employment and training services to disadvantaged, low-skilled, and underemployed individuals, and helps employers find the skilled workers they need to compete and succeed in business. In FY 2012, the WIA Adult Program served a total of 1,418,897 individuals, of which 143,421 (10.1 percent) self-identified as Hispanic. Of the 143,421 Hispanic individuals, 65,865 (81.6 percent) retained employment for more than 180 days.



U.S. Secretary of Labor Thomas Perez gets a tour of the electrical program from student Kathleen Wonhola at the Alaska Job Corps Center campus in Palmer, Alaska on Sunday, July 20, 2014.

Workforce Investment Act Dislocated Worker Program:

Since 1998, the WIA Dislocated Worker Program has provided employment and training services to workers who have lost their jobs, including those dislocated as a result of plant closings or mass layoffs, and who are unlikely to return to employment in their previous industries; formerly self-employed individuals; and displaced homemakers who have been dependent on the income of another family member but are no longer supported by that income. In FY 2013, the total population served by the WIA Dislocated Worker Program was 957, 775, where a total of 115,504 (12.1 percent) were self-identified Hispanic. Of the total self-identified Hispanics, a total of 49,182 Hispanic participants or 53 percent entered employment after participating in WIA Dislocated Worker program, while a total of 46,915 Hispanic Participants (82.8 percent) retained employment for more than 180 days.



U.S. Department of Treasury

Website: www.treasury.gov



Overview: The Department of Treasury (Treasury) is the executive agency responsible for promoting economic prosperity and ensuring the financial security of the United States. Treasury is responsible for a wide range of activities such as advising the President on economic and financial issues, encouraging sustainable economic growth, and fostering improved governance in financial institutions. Treasury operates and maintains systems that are critical to the nation's financial infrastructure, such as the production of coin and currency, the disbursement of payments to the American public, revenue collection, and the borrowing of funds necessary to run the federal government.



Treasurer Rosa Gumataotao Rios engaging a 9th grade class on the basics of personal finance and talked on March 2011. Photo Credit: U.S Department Commerce

Agency Highlights:

Professional Diversity Network: Treasury has expanded outreach efforts to the Hispanic community by partnering with the Professional Diversity Network on LinkedIn. The Professional Diversity Network is currently comprised of over 2.5 million professionals, where 38 percent self-identify as Hispanic. It is estimated that approximately 14 percent of all individuals who view Treasury job posting are Hispanic.



Hispanic Serving Institutions Recruitment: Ongoing participation with on-campus recruitment at HSIs is used as a means to promote Treasury as an employer of choice. A total of \$29,560 was awarded in support of these recruiting/outreach efforts to various colleges including but not limited to California State - Pomona, Northeastern Illinois University, New Mexico State University.

U.S Department of Treasury Internship Program:

In partnership with HACU, Treasury placed eight interns from six HSIs in internships throughout the Department in 2014.



U.S. Department of State

Website: www.state.gov



Overview: The mission of the U.S Department of State (State) is to shape and sustain a peaceful, prosperous, just, and democratic world and foster conditions for stability and progress for the benefit of the American people and people everywhere.

Agency Highlights:

Fulbright U.S. Student Program: The Fulbright U.S. Student Program enables graduating college seniors, graduate students, artists and young professionals to spend a year studying, conducting research and serving as English Teaching Assistants overseas. The program facilitates cultural exchange through direct interaction on an individual basis in the classroom, field, home, and in routine tasks, allowing the grantee to gain an appreciation of others' viewpoints and beliefs, the way they do things, and the way they think. Through engagement in the community, individuals interact with their hosts on a one-to-one basis in an atmosphere of openness, academic integrity, and intellectual freedom, thereby promoting mutual understanding. In 2013-2014, 1,900 Fulbright U.S Student grants were awarded with an estimate of \$284,735 to a total of 14 students from HSIs.



U.S. Secretary of State John Kerry learns about Guatemala from local students who participated in a State Department school program in Antigua, Guatemala, on June 5, 2013. [State Department photo/ Public Domain]

Critical Language Scholarship Program: The Critical Language Scholarship (CLS) Program is a fully funded overseas language and cultural immersion program for undergraduate and graduate students, including Hispanics. With the goal of broadening the base of Americans studying and mastering critical languages and building relationships between the people of the U.S. and other countries, CLS provides study opportunities to a diverse range of students from across the United States at every level of language learning. Scholarships are awarded for beginning, intermediate and advanced study in Arabic, Azerbaijani, Bangla, Chinese, Hindi, Indonesian, Japanese, Korean, Persian, Punjabi, Russian, Turkish and Urdu. Participants are expected to continue their language study beyond the scholarship period, and later apply their critical language skills in their future professional careers.



U.S. Department of Veterans Affairs

Website: www.va.gov



Overview: The U.S. Department of Veterans Affairs (VA) strives to provide veterans with benefits and services with the highest standards of compassion, commitment, excellence, professionalism, integrity, accountability, and stewardship. With the ongoing conflicts in Afghanistan and Iraq, and the aging veteran population, VA plays a critical role in providing veterans and their families with benefits and pertinent information.

Agency Highlights

Diversity Internship Program: The VA National Diversity Internship Program (NDIP) provides internship opportunities to diverse undergraduate and graduate students who are currently enrolled, full-time or part-time, in a degree-seeking program at an accredited post-secondary institution. Sessions are offered year-round for students from various institutions such as, but not limited to MSIs. NDIP aims to provide students the opportunity to augment their academic studies while learning about career opportunities at the VA. In FY 2014, the VA dedicated a total of \$1,815,000 to fund NDIP, and allocated a number of internships to Hispanic students, 14 of which were also part of the HACU internship program.

Hispanic Serving Institution Grants: In FY 2013, VA awarded a total of \$55,753,939 to MSIs across the U.S. The top three states funded were California (\$11,745,212), Puerto Rico (\$10,324,926) and Texas (\$18,565,699). The largest VA grants were allocated to the University of Texas Health Science Center at San Antonio (\$14,284,064), the University of Puerto Rico - Medical Sciences Campus (\$5,316,695), and the University of New Mexico - Main Campus (\$4,438,871.00), among various others. This funding provided educational assistance payments to Veteran eligible dependents, reservists, and service members enrolled in HSIs.



VA has more than 300 internship positions in 199 different cities across the country. This data is from the Pathways Internship Program, which represents the largest percentage of interns at VA. Data as of November 2011 (FY 2012) when the program was SCEP/STEP. Please visit <https://mycareeratva.va.gov/internships-geographic-location> for more information.



U.S Environmental Protection Agency

Website: www.epa.gov



Overview: Born in the wake of elevated concern about environmental pollution, the Environmental Protection Agency (EPA) was established in December 1970 to consolidate a variety of federal research, monitoring, standard setting, and enforcement activities into one agency to ensure environmental protection. Since its inception, EPA has been working for a cleaner, healthier environment for the American people. EPA funds a wide variety of projects to support its mission including environmental justice programs, educational and cleanup efforts, and projects to empower community partnerships and solve local environmental problems. EPA also informs the public about its activities and provides information on a wide range of environmental issues through written materials on its website.

Agency Highlights:

HSI Grants: In FY 2013, the Environmental Protection Agency provided \$15,000 in support of the HACU conference that showcased successful, effective and exemplary programs and initiatives of HSI member institutions.

U.S. Environmental Protection Agency Outreach:

The EPA participated in various outreach efforts, including the California State University, Fresno Agriculture, Engineering and Science Career Fair to introduce students to EPA as an employer of choice.





U.S. General Services Administration

Website: <http://www.gsa.gov>



Overview: The mission of the U.S General Services Administration (GSA) is to deliver the best value in real estate, acquisition, and technology services to the government and the American people.

Agency Highlights:

GobiernoUSA.gov: A web portal entirely in Spanish, GobiernoUSA.gov aims to serve all Spanish-speaking and bilingual Hispanics in the United States. In 2012 and 2013 alone, GobiernoUSA.gov received approximately 12 million visits. GobiernoUSA.gov plays an important role in that it not only provides parents and students with information about education programs and opportunities available to them, but it also offers access to other pertinent information in conducting their daily lives in the U.S.

Emerging Leaders Program and the legacy Financial Management

Specialist Program: Participants in Emerging Leaders Program (ELP) develop and build a broad range of managerial and technical skills, while gaining a solid understanding of GSA's business through a mix of formal classroom training and on-the-job work experience. Recent college graduates complete 3 to 6 month rotational assignments across GSA's various business lines to gain hands on experience in work related to their career track. Once participants complete the two-year program including all training, rotational assignments and program deliverables, they will graduate and permanently place within one of the rotation offices. Since 1999, the GSA has hired recent graduates through these two leadership development programs, 10 Hispanic recent graduates.

*"It is great to see higher level education resources put at our fingertips. And the Learn English page online is fantastic!" –
GobiernoUSA.gov consumer survey*



U.S General Services Administration at the 2013 National Council of La Raza Annual Conference (Photo Credit: U.S General Services Administration)



WHITE HOUSE INITIATIVE *on* EDUCATIONAL EXCELLENCE *for* HISPANICS



CONCLUSION

This report has detailed the multiple ways in which Federal agencies support the educational attainment of the nation's Latino community and invest in HSIs. At the heart of this effort is the belief that by illustrating the ways in which the federal government continues to support Latino education, we not only increase educational opportunities for Latinos but also improve educational outcomes, from cradle to career, and deliver a complete and competitive education for all Hispanics in the United States. The collection of data was made possible through the leadership of participating Working Group member Federal agencies who remain committed to a shared goal of providing all Americans, including Latinos, access to a quality education. Further, this shared effort demonstrates the priority placed on ensuring greater transparency and collaboration between Federal agencies to better serve Latinos and address the educational barriers that continue to exist.

Throughout its 25 years of existence, the Initiative has sought to help ensure a quality, well-rounded education for Hispanics, and under the Obama Administration, its focus to close the achievement and opportunity gaps starting with a strong early childhood education through a postsecondary education, has been at the forefront of its mandate. In an effort to remain competitive in a fast-evolving and rigorous global race on innovation, education, and the workforce, we must continue to invest in all of our students, including Hispanics. Investing in programs and HSIs, such as those featured in this report, will help strengthen the educational attainment of and increase opportunities for Latinos. In doing so, this community can help fulfill America's future.



“But while strengthening Hispanic education in America is the purpose of this initiative, it’s not something that can fall on the Department of Education alone. I expect agencies across the federal government to take this initiative seriously and support its mission. And it’s also not something that government can do by itself. It’s going to take all of us — public and private sectors, teachers and principals, all of you at home at those watch parties, parents getting involved in their kids’ education, and students giving their best — because the farther they go in school, the farther they will go in life, and that means the farther we’ll go as a country.”

– President Obama, October 19, 2010